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ABSTRACT

In the last 2 years, the Education Department at Western has developed an alternative to the standard program leading to initial teaching certification. The alternative is a Clinical Program based on the ComField Elementary Teacher Education Model. The new program is operational at the six Southeast Center Schools of Seattle. Instructional packages have been developed and an evaluation instrument has been prepared. The program has five major components: 1) inservice training for supervising teachers; 2) the entry program, a combination of observation and seminars for career decision-making; 3) the foundations component, which is now largely a sequence of standard college courses offered on the WWSC campus; 4) the laboratory component, in which students complete the instructional packages and demonstrate competencies in the classroom; and 5) the practicum, in which students become interns and may be certified. The faculty for the Clinical Program consists of two clinical professors, about 35 supervising teachers, and a Resident Center Director. The total cost of the program is about 50 percent lower than the per-quarter cost of student teaching in the standard program. (A list of performance objectives for the laboratory component of the program and an abstract of the proposal for a clinical teaching center in a public school are included.) (RT)

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"The WWSC Clinical Program for Teacher Education"

by
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Southeast Educational Center
Seattle, Washington

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SP005333

In the last two years, the Education Department at Western has developed an alternative to the standard program leading to initial teaching certification. The alternative is a Clinical Program which is based upon one of the models for elementary teacher education (ComField[1]) funded in 1968-69 by the U. S. Office of Education, Bureau of Research. The Clinical Program was made possible by a series of pilot studies--Teacher Corps, an EPDA Grant to prepare teachers of Early Childhood Education teachers, an EPDA B-2 Grant to Auburn, Washington, Schools, and prototypes of a new model at Seattle, Edmonds and Snohomish, Washington, Schools.

The new program is operational at the six Southeast Center Schools of Seattle. By Winter Quarter of the 1971-72 school year, and each succeeding quarter, 50 or more WWSC students will spend two quarters of full-time study in this field center. Approximately 50 experienced Seattle teachers will have completed special studies designed to prepare them to work as supervising teachers with the WWSC teaching candidates. Instructional systems, or packages, have been developed to enable the WWSC students to demonstrate the competencies specified in the ComField model. An evaluation instrument has been prepared to appraise the performance of the candidates as they work with children and youth. The appropriate curriculum councils at WWSC have approved the competency-based, field-centered programs as laboratory courses which may by taken in lieu of courses in the standard program for certification.

WWSC field staff are still working to establish "professional development councils" as policy boards for the new clinical programs--in Seattle and in other areas. The councils will include representatives of the college, the cooperating school districts, and the professional associations of those cooperating districts. The function of the councils will be to approve new field-centered programs, and to

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1. A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education.

review policies and procedures. The councils will be represented on a proposed new teacher education council at WWSC, which will approve the internal programs of teacher education at WWSC.

The staff (and students) do not believe that the present instructional packages, or systems, represent the ultimate in individually-paced, performance-centered learning resources. We are satisfied that the objectives for the packages are appropriate. The packages in the hands of sophisticated Clinical Professors, and with students setting their own alternative learning strategies, seem to result in appropriate teaching behavior. We have plans, however, for extensive revision of these learning materials.

One approach to developing new instructional packages for the Clinical Program has been a performance contract using funds from the State TTT project. The Seattle Schools, with the cooperation of WWSC staff, contracted with graduate students at WWSC to prepare instructional systems meeting objectives of the ComField model as adapted in SEEC. Each graduate student prepared three systems and is now field-testing the systems with the students at the clinical center in SEEC. For each set of three systems which have been field-tested and revised the TTT project will pay $500.00. Also, the project has a performance contract with a consultant from WWSC for $500.00 to see that the performance contracts with the graduate students are completed according to specifications by June 15, 1971.

The ComField Model

The conceptual framework for the ComField model includes specifications for professional studies in (1) foundations, (2) laboratory and (3) practicum. The foundations component was to include the mastery of knowledge essential to the performance of the teaching act, knowledge for interpersonal skills, knowledge and commitment to a preferred teaching style. The laboratory phase is intended as a means for demonstrations of teaching competency under controlled conditions. The practicum provides for the demonstration of teaching competency under practical

learning conditions. (See Figure 8 from the ComField model which is attached.)

Major Components of the SSEC/WWSC Clinical Program

1. The Inservice Program for Supervising Teachers: Educ. 496, "Practicum in Using Diagnosis and Prescription in Learning," 2-3 credits, may be repeated for a maximum of 9 credits. We found that an essential condition for field-centered programs for teacher candidates was systematic study on the part of the experienced teachers who would become the cooperating school personnel. The experienced teachers who are selected and volunteer for the program take this course before working with WWSC students. The first quarter of the course is designed so that the experienced teachers work through the learning systems, or packages, which the WWSC students will complete. Subsequent quarters of inservice study are intended to improve the supervising teacher's skill in evaluating student performance.

2. Entry Program: Educ. 390, "Professional Practicum and Seminar," 3 credits. Students observe pupils in schools and in neighborhood, read and meet in seminars for the general purpose of making career decisions and justifying these decisions in terms of their own study and self-analysis. This is usually done as full-time study on site, in September, before WWSC classes begin.

3. The foundations component is now largely a sequence of standard college courses offered on the WWSC campus. All students study social foundations in Educ. 310 and human development in Psych. 352. Elementary teacher candidates complete 36 hours additional in subject areas assumed necessary for the teacher of a self-contained classroom. An exception to this program for all WWSC students is that elementary students in the SEEC Clinical Center will take Educ. 421, "Instruction in the Elementary School" for 5 of these 36 credits. This offering will consist of a diagnosis of the future teacher's needs in elementary content areas, together with individualized study of appropriate curriculum materials. This study will be on site.

Not a part of the SEEC program at present, but a part of the clinical programs at Auburn and at Everett Schools is a laboratory course in the language arts, Educ. 493e,f which will replace 12 hours of those required for the elementary teacher at WWSC. This program is a combination of practical work in the classroom and seminars with college personnel.

4. The Laboratory component: Educ. 491-492, "Laboratory in Instructional Preparation" and "Laboratory in Interaction and Evaluation," a total of 12 credits. Students complete the individualized teaching-learning packages which involves demonstration both of knowledge and of the ability to apply the knowledge in classroom situations. Students move into the Practicum whenever they satisfactorily complete the teaching-learning packages. (See attached Objectives.)

5. The Practicum: Educ. 494. 16 credits. Students become Interns, and may be certified. Competency is judged by observing the student in practical teaching-learning situations. Criteria are based upon the objectives for the Laboratory component. (See attached criteria.)

MANAGEMENT SYSTEM FOR THE CLINICAL PROGRAM AT SEEC

The faculty for the Clinical Program at SEEC consists of two Clinical Professors, approximately 35 supervising teachers and a Resident Center Director who also administers the field programs for WWSC in the Seattle area. The clinical faculty will serve 50 or more WWSC students each quarter, beginning with the winter of 1972. (There are currently about 20 students in the Center, and there will be approximately 36 next fall.)

At present the Seattle Schools are compensated for the time of the supervising teachers in the following manner:

a. Each supervising teacher is paid an honorarium of $150.00 per year; this may be paid to the School District as a lump sum for all supervising teachers.

b. Each supervising teacher is offered a 3-hour course for residence

credit at WWSC--Educ. 496. This course may be repeated for a total of 9 hours. WWSC Education Department pays for the costs of this course, and the clinical staff provides the instruction.

c. During the first quarter of the WWSC student's clinical program at SEEC, he or she performs part-time as a paraprofessional; during the second quarter he or she performs as an Intern, a certified member of the Seattle staff. These services are performed without cost to the School.

The total cost of the program is about fifty percent lower than the per-quarter cost of student teaching in the standard program at WWSC. Each Clinical Professor works with about 25 full-time students and about 18 experienced teachers.

The Professional Development Council hopefully will evaluate the goals of the program. The clinical faculty constantly evaluate the extent to which students achieve the objectives of specific program elements.

LONG-TERM GOALS OF THE CLINICAL PROGRAM

A variation on the SEEC model which we think has great promise is a plan for a Clinical Teaching Center with the Everett School system. An abstract of that proposal is attached. This will extend the field-centered portion of the four-year program to a full year. The role of the Clinical Professor will be significantly different.

The faculty at WWSC hope to revise all the existing teaching-learning packages for the Laboratory and to develop new ones for the language-arts field program and for the inservice program. This will, no doubt, be a continuing activity, but the need for improved materials is urgent.

WWSC was authorized by the 1969 Legislature to grant a Ph.D. in Education. Funds have not been appropriated for this degree by the Legislature which is now in session. If and when the Ph.D. in Education is funded, WWSC will prepare Clinical Professors working with elementary teachers and specializing in the language-arts area. A major component of the Ph.D. in Education will be internships in the Clinical Centers.

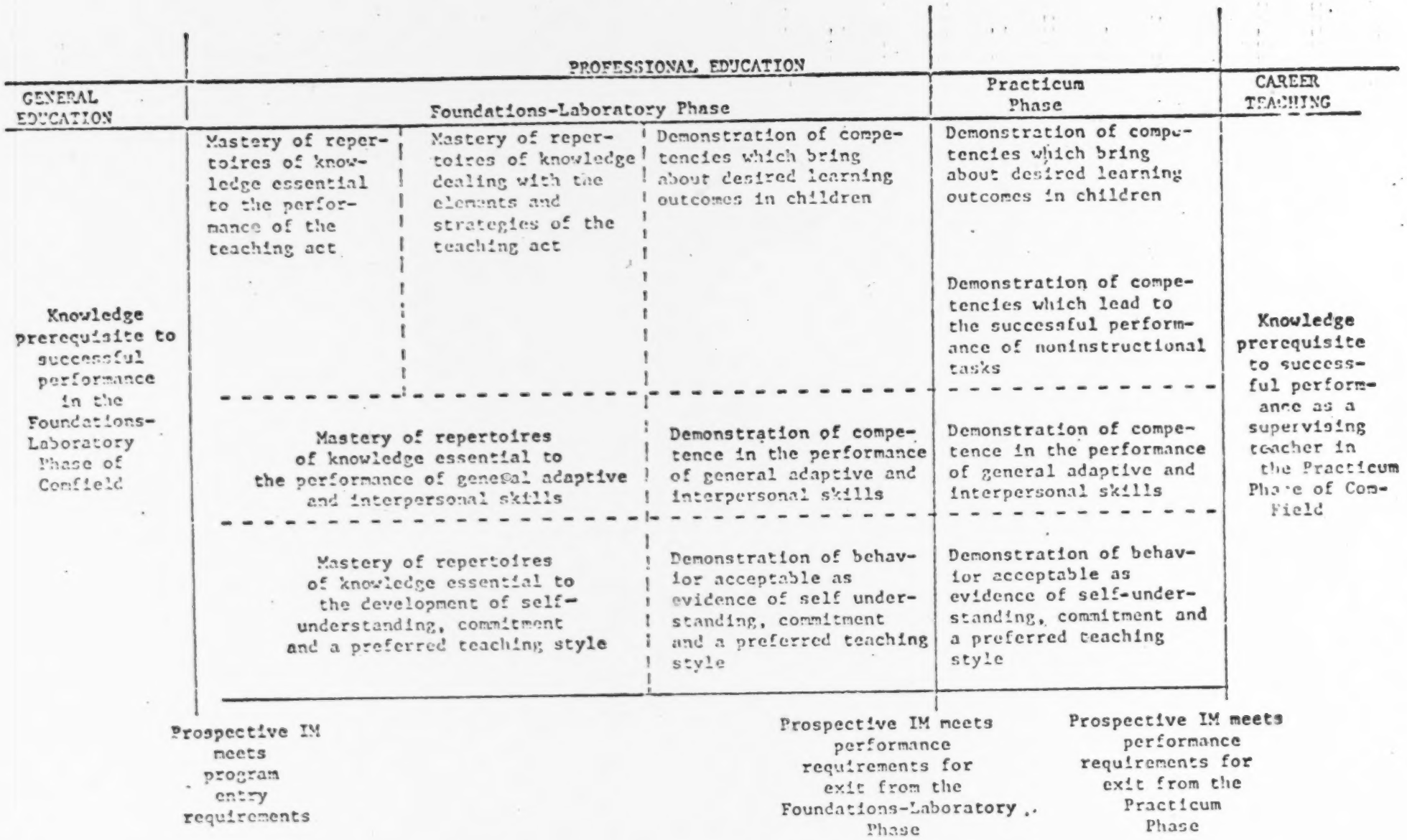
PROFESSIONAL EDUCATION
GENERAL EDUCATION
Foundations-Laboratory Phase
Practicum Phase
CAREER TEACHING
Mastery of repertoires of knowledge essential to the performance of the teaching act
Mastery of repertoires of knowledge dealing with the elements and strategies of the teaching act
Demonstration of competencies which bring about desired learning outcomes in children
Demonstration of competencies which bring about desired learning outcomes in children
Demonstration of competencies which lead to the successful performance of noninstructional tasks
Knowledge prerequisite to successful performance in the Foundations-Laboratory Phase of Comfield
Knowledge prerequisite to successful performance as a supervising teacher in the Practicum Phase of Comfield
Mastery of repertoires of knowledge essential to the performance of general adaptive and interpersonal skills
Demonstration of competence in the performance of general adaptive and interpersonal skills
Demonstration of competence in the performance of general adaptive and interpersonal skills
Mastery of repertoires of knowledge essential to the development of self-understanding, commitment and a preferred teaching style
Demonstration of behavior acceptable as evidence of self understanding, commitment and a preferred teaching style
Demonstration of behavior acceptable as evidence of self-understanding, commitment and a preferred teaching style
Prospective IM meets program entry requirements
Prospective IM meets performance requirements for exit from the Foundations-Laboratory Phase
Prospective IM meets performance requirements for exit from the Practicum Phase

Figure 8. A conceptual framework for summarizing the organization of the major blocks of content within the Comfield instructional model.

Specifications for the Development of Instructional Competencies

Herbert Hite

Introduction

ComField is designed to produce instructional managers who elicit appropriate changes in the behavior of their pupils. In other words they are expert in bringing about changes in behavior. Further, they possess the ability to make decisions, based on thorough knowledge, as to the appropriateness of the specific changes they attempt to bring about in learners.

The education of instructional managers is in four stages. (See Figure 8 in Overview, p. 33) In simple terms, this model training program describes as its final product the effective, committed self-adapting professional.

Stage One

In arriving at this product, ComField first of all designs the prerequisites which the candidate for admission to the program needs in order to succeed. These prerequisites constitute entry behavior. They are the knowledge and skills a student needs to be assured of success in the first instructional systems in the professional program.

Stage Two

These Foundation Systems provide the future instructional manager with repertoires of those knowledges and skills which are needed for judging the appropriateness of learning activities. These first Foundation Systems enable the student to recall and use knowledge about the relevant content fields of elementary teaching, about a universe of learning outcomes, about the traits and characteristics of the learners they will confront.

Stage Three

With success in these Foundation Systems, the student enters a unique laboratory in which the student demonstrates competence in all the significant elements of the teaching act. ComField provides instructional systems so that the student may acquire knowledge about these elements of teaching, together with practice in performing these elements under laboratory conditions.

Stage Four

The final stage is practice. Here the beginning instructional manager strives for growth in each of the competencies which were acquired in the laboratory. These elements of teaching are now melded into a continuous pattern of teaching behavior. In effect the instructional manager practices a synthesis of what was learned in the laboratory. In the Practicum the instructional manager progresses through a sequence of stages in which, as he acquires more responsibility and more complex assignments, he demonstrates his increasing capability to synthesize the behavior he has learned. This synthesis takes the form of the ability to perform plus the ability to explain the relationships of his particular teaching acts to the theory of eliciting appropriate changes in behavior.

Graduation from Comfield

Ultimately the instructional managers demonstrate not only technical competence, but a commitment to continuing self-education. Graduation from the ComField model is marked by a continuing certificate which identifies the adaptive decision maker, as possessing both technical competence and a broad base for making instructional choices.

THE PERFORMANCE OBJECTIVES FOR THE WWSC CLINICAL PROGRAM IN TEACHER EDUCATION

Laboratory Part of Clinical Program

Study Pupils

Describe in own words behaviors of pupil populations by age or other categories which are reasonable expectations for the population as a whole.

Observe and describe evidence of varied social behavior patterns of selected pupils.

Observe and describe evidence of varied physical behavior patterns of selected pupils.

Observe and describe evidence of varied intellectual behavior patterns of selected pupils.

Define Objectives

Specify the evidence that pupils have learned, in terms of changes in what pupils are able to do. Specify outcomes of pupil learning which are consistent with some authoritative description of a content field.

Specify evidence of simple cognitive behavior change.

Specify evidence of complex cognitive behavior change.

Specify evidence of affective behavior change--valuing.

Specify evidence of psychomotor behavior changes.

Specify evidence of divergent thinking which is appropriate to some content framework.

Adapt Objectives for Individual Pupils

Modify behavioral objectives so that they describe changes in an individual pupil's behavior based upon the repertoires of relevant behavior already acquired by that pupil.

Define the prerequisites for specific learning tasks.

Diagnose the extent to which individual pupils possess those prerequisites.

State a variety of levels of outcomes according to different pupils' apparent readiness for one, or a set, of learning tasks.

Plan Learning Activities

Write plans which specify appropriate practice by pupils of behaviors which are stated in the objectives.

State in own words characteristics of inquiry teaching strategies.

Write specifications for appropriate practice by pupils under simulated conditions, and for realistic or practical conditions.

Select Learning Resources

Select learning materials which cue correct responses by pupils.

State in own words characteristics of various learning materials, e.g., print, in the form of reading material designed for particular pupil populations; film, recorded sound, programed learning sequences, displays, etc.

Correctly demonstrate operation of instructional devices--projectors, tape recorders, spirit duplicator, etc.

Evaluate learning materials with respect to criteria for a specific learning task.

Produce learning materials to meet specific requirements of pupils in a particular setting, e.g., displays, transparencies, stories, printed instructions, programed learning materials, games, etc.

Apply selected learning materials so that they cue correct practice by pupils of specified behaviors described in objectives.

Interact With Pupils To Implement Plans

Elicit appropriate changes in pupils. Elicit frequent, overt responses from pupils. Reinforce pupil responses appropriately.

Elicit responses from pupils which strongly suggest a favorable set towards a learning task.

Provide a setting for pupils to express their perception of the results of a specific learning task.

Elicit responses from pupils which clarify or re-state their perceptions of a specific learning task.

Elicit evidence of simple cognitive behavior changes in pupils.

Elicit evidence of complex cognitive behavior changes in pupils.

Elicit evidence of psychomotor behavior changes in pupils.

Elicit evidence of affective behavior changes in pupils. - valuing

Elicit evidence of divergent thinking.

Evaluate effectiveness of own verbal teaching strategies (analysis of interaction), propose revised strategies, re-teach.

Evaluate questioning by teacher and pupils.

Evaluate responses by teacher and pupils.

Evaluate "teacher talk."

Evaluate "pupil talk."

Evaluate Pupil Performance

Write questions, problems, etc., which constitute a representative sample of the behavior described in the objective(s).

Construct tests which pupils may use to test their own knowledge, their progress towards a performance objective.

Devise application tests of pupils' ability to perform the objective.

Have pupils respond to evaluative instruments, compare pupil performances to behavior specified in objectives.

Revise instruments.

Confer with pupil(s) and gain acceptance of appropriate next step by pupil--e.g., re-cycle, select next task, etc.

Revise own teaching plan (strategy) in order to increase likelihood of more correct responses, more learning, on part of pupils.

Practicum Part of Clinical Program

Demonstrate these objectives while directing the learning of pupils in real classrooms:

Justify objectives as consistent with some authoritative description(s) of the appropriate content field.

In a series of learning sequences, specify objectives which describe appropriate

simple cognitive behaviors

complex cognitive behaviors (and/or psychomotor behaviors)

affective (valuing) behaviors

divergent behaviors.

Modify objectives in terms of individual pupil's repertoires of relevant behavior.

State, design or write plans which provide for

appropriate practice of the specified behavior in the objectives

cues designed to elicit correct pupil responses--implement appropriate practice through instructional materials, information/instruction by persons, etc.

alternative strategies (varied amounts and kinds of appropriate practice and cues) for learners with different degrees of readiness

instruments and procedures for teacher-evaluation of pupil achievement and pupil self-evaluation

self-evaluation by teacher.

In light of the plan, and considering the nature of the objective, interact with pupils in such a way that pupils demonstrate the specified behaviors at criterion levels.

Elicit frequent responses from all, or most, of pupils.

Reinforce responses appropriately, i.e., in such a way that pupils tend to repeat or follow-up correct responses and avoid repeating incorrect responses.

Elicit perceived purpose, i.e., elicit responses from pupils which can be assumed to be evidence that pupils accept, and hopefully value, undertaking the task or series of tasks.

Provide environment which promotes interchange among pupils and others concerning the consequences of undertaking learning tasks.

Provide opportunities throughout task for pupils to express their perceptions as the personal consequences of their activities.

Induce responses indicative of favorable set toward the task.

Re-structure stimuli (questions, problems, arrangements of instructional materials, etc.) so that pupils replicate appropriate practice and/or make correct responses.

Provide pupils with knowledge of the correctness of their responses.

Assess pupil performance and define appropriate next step.

Compare pupil performance to specifications in objective(s).

Inform pupil of nature of performance relative to criteria (as modified for the individual student).

Inform pupil of decision as to next step--recycle, review part of task, next task.

Elicit acceptance of decision on part of pupil.

Name _____ Assignment _____

Period of time - dates _____

	Not Demonstrated	Minimum Level	Advanced Level
Preparation			
Objectives . . .			
1. are justified as consistent with authority a synthesis of at least two authorities			
2. specify observable behavior, or products (no range of teaching is assumed)			
3. describe a range of learning outcomes, i.e.-- a. complex as well as simple four or more levels of cognitive domain b. affective as well as cognitive domains fourth level of affective domain c. divergent as well as convergent mode divergent mode is essential component			
Strategies Are Designed . . .			
4. to elicit perceived purpose intrinsic as well as extrinsic			
5. for appropriate practice under more than two kinds of conditions			
6. to provide cues leading to correct responses more than two kinds of cues (resources)			
7. for alternative tasks utilizing more than two modes of learning			
8. to provide feedback at least twice during learning unit for all			
Interaction			
Individualizes . . .			
9. by pre-assessing pupil abilities preassess both competence and perceived purpose			
10. by re-designing strategies after assessment include three sets of plans for different pupils			
Interacts with Pupils To Elicit Specified Behavior, i.e. --			
11. Elicit evidence that pupils accept or value task pupils change from accepting to valuing task			
12. Elicit frequent, appropriate responses obtain comprehension-level responses from at least half of pupils within 30 minutes			

		Not Demonstrated	Minimum Level	Advanced Level
Interact	13. Reinforces responses appropriately successful in at least three modes of reinforcement			
	14. Re-structures strategy during 30 minutes, teacher uses three or more strategies of interaction, with the result that additional pupils meet objectives			
Evaluation	Compare Pupil Responses with Objectives			
	15. Provides feedback to pupils several times, several ways during unit			
	16. Modifies own preparation as a result (no range of teaching performance is specified)			

date _____ Recommendation _____

Clinical Professor _____ Supervising Teachers

_____

_____

EVERETT SCHOOLS/WWSC CLINICAL TEACHING CENTER

Abstract of Prospectus

Herbert Hite
March 25, 1971

The Education Department and the Everett School District are proposing a different approach to both the education of children and of future teachers. The idea is to establish a clinical teaching center somewhat like a teaching hospital. Clinical professors will take over an elementary school intact in a low-income area. The principal and some of the teachers in that school (or their equivalent among the school district's faculty) will be offered sabbatical leaves. Leaves will be awarded to teachers who will become WWSC graduate students working on the proposed project.

WWSC clinical faculty with their students will meet with community, school district, and professional association personnel to define significant goals for children, translate these goals into learning objectives, and design teaching strategies so that pupils will demonstrate progress towards these significant goals. The project's ultimate aim is to produce independent and self-motivated elementary school students who become increasingly responsible for their own learning and activities as they progress through their schooling.

We hypothesize that highly competent faculty with the human resources that are present among motivated college students have the power to bring about significant changes in pupils to a degree seldom achieved with the usual teacher-pupil ratios in public schools.

The teaching staff of the project will be organized into teams consisting of (a) one clinical professor, (b) one graduate student--a certified Everett teacher, (c) four student teachers, and (d) twelve "laboratory students." Each team will be responsible for 50 to 60 pupils. There will be five teams. The project staff will also include a project director-principal and an elementary curriculum specialist.

The clinical professors will diagnose and prescribe for individual pupils. The WWSC students will carry out the "prescriptions." Learning strategies may be highly flexible and easily revised as needs of individual pupils are identified.

Student teachers will earn the usual 16 credits for one quarter of study and work. Laboratory students will complete two quarters of full-time study and earn credits towards requirements for elementary certification. They will complete self-paced study materials and demonstrate teaching competency under the direction of the clinical professors. One-third of the laboratory students will become interns, or student teachers, in a third quarter of full-time study.

Pupil learning outcomes and teacher education achievements will be evaluated both by the project staff and by an outside evaluation agency.